



## AoC award for high-flyer

See page 12 for more

Flight Lieutenant Steve Morris, member of the Red Arrows, © Crown 2013

Monday, September 16, 2013  
www.feweek.co.uk

FE Commissioner panel



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inside...

# College backs down on veil ban

Chris Henwood  
@Chris\_Henwood

Birmingham Met defended its ban after media attention but has now 'listened' to students and 'modified' the controversial policy

A Midland college has backed down on a security policy that banned Muslim students from wearing face veils.

Birmingham Metropolitan College revised its policy late on Thursday night, ahead of a protest at the college the following day and in light of mounting criticism from the likes of the NUS, local councillors and MPs.

Even Deputy Prime Minister Nick Clegg appeared to be against the ban.

"We are concerned that recent media attention is detracting from our core mission of providing high quality learning," said a college spokesperson.

"As a consequence, we will modify our policies to allow individuals to wear specific items of personal clothing to reflect their cultural values.

"The college will still need to be able to confirm an individual's identity in order to maintain safeguarding and security.

"The necessity to comply with national regulations, examination board requirements and applicable legislation will remain an overriding priority in all circumstances, as will the need to ensure that effective teaching and learning methodologies are applied.

"We have listened to the views of our students and we are confident that this modification to our policies will meet the needs of all of our learners and stakeholders."

The college hit had the headlines when a prospective Muslim student was told of the policy preventing learners from wearing a niqab.

The girl, who did not want to be named, branded the policy "disgusting" and said she was being "discriminated against".

Protestors angry at the policy were set to visit the college on Friday, September 13, but the demonstration was called off at the 11th hour in light of the college back-down.

But college principal Dame Christine Braddock had appeared to be refusing to give in to pressure on the policy in an interview with FE Week on Wednesday, September 11. However, at that point she declined to comment on whether it would be reviewed in light of objections and media coverage.

"Birmingham Metropolitan College actively engages with our stakeholders and users of our buildings

to review our policies on a regular basis," she said.

Prime Minister David Cameron had also stepped into the row late on Thursday, September 12, apparently in favour of the ban. His spokesperson said: "The point I would make on this is that we back schools being able to set and enforce their own school uniform policies."

It came just hours after the Deputy Prime Minister said on his LBC 97.3 phone-in radio show: "I'm really quite uneasy about anyone being told what they have to wear and I certainly would need to understand why.

"I think I've set the bar very high to justify something like that because one of the things that is great about our country is that we are

diverse, we are tolerant."

The rule preventing use of niqabs — a veil which leaves a thin slot for the eyes — also meant hoodies, hats and caps were banned.

The policy at the college, which had more than 26,000 students just over two years ago before merging with the 12,500-student Stourbridge College this summer, is that individuals should be "easily identifiable at all times". A college spokesperson said the policy was eight years old.

A Department for Education spokesperson said: "Schools and colleges have the freedom to set their own uniform policies. We expect them to act reasonably in accommodating the needs of different religions."

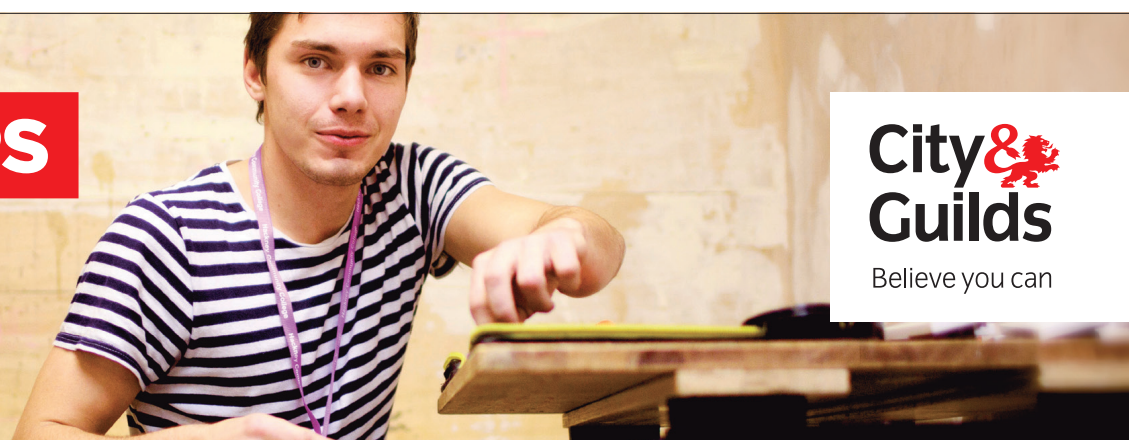
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Edition 74

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Top Ofsted careers guidance tweets:

 @nlakeland  
No surprises here though - 75% schools not giving impartial advice, apprenticeships rarely mentioned ... Q is what happens now?

 @KoolHeadsCoach  
Such a missed opportunity, I could not agree more - Ofsted boss Sir Michael hits out at schools over careers guidance

 @Fleeto87  
Reading Ofsted's "damning commentary" on careers advice in schools. Something needs to change

 @148notout  
The real cost of Gove's education policy!

 @abijanesmith  
Ofsted boss Sir Michael hits out at schools over careers guidance. Hardly surprising, schools want to retain learners, not lose them!

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Tutor sacked after college sex talk complaints

Eleanor Radford  
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A college in the North East has sacked a female tutor after she allegedly talked to her class about sex acts, prostitution and fetishes.

Northumberland College (pictured right) principal Stuart Cutforth said the behaviour of the tutor, who has not been named, came to his attention after the college received a letter of complaint in July.

The woman, who was running an employment skills course in Bedlington, was immediately suspended while the matter was investigated by a member of the college executive team.

The college, which achieved a good rating from Ofsted in March, said it dismissed the woman following a disciplinary hearing.

Unemployed Paul Cocallis had been sent on the course by the job centre and told the Evening Chronicle local newspaper that he had been "horrified" by the tutor's actions.

He claimed that, during the three-week course run by Northumberland College hosted at Bedlington Community College, the tutor discussed prostitution, fetishes and other graphic content.

"It was disgusting really, other members of the class were not happy," said the 25-year-old.

Mechanic Mr Cocallis added: "It got really out of hand at times but you could not walk out because then it would be reported back that you had not completed the course. You had no choice but to stay and listen."

Mr Cutforth said: "The college received this complaint on July 29 and put our complaints policy and procedures into place directly. The



tutor was suspended with immediate effect.

"The Skills Funding Agency and Job Centre Plus were also notified of the complaint immediately.

"The issues highlighted within the letter of complaint were investigated thoroughly by a member of the executive team and a disciplinary hearing held.

"The outcome of the hearing resulted in the tutor no longer being employed at the college.

"In short, every action possible was taken to ensure that the complaint was dealt with in a thorough and efficient manner and our external agencies are satisfied with the outcome of the actions taken."

A Department for Business, Innovation and Skills spokesperson said: "The department takes safeguarding matters seriously.

"All publicly-funded providers are responsible for the safety and well-being of their learners and for the professional conduct of their staff.

"In this case the college acted decisively in investigating this matter."

The Institute for Learning declined to say if the tutor was a member. FE Week was unable to contact the tutor.

FE news in brief

Final round of pilot

The government has announced the winning bids for the second and final round of the employer ownership pilot (EoP) with funding of £238m.

Business Secretary Vince Cable spoke to business leaders at the Industrial Strategy Conference "One Year On" at Warwick University on Wednesday.

"The difference in these [EoP] schemes is that we will channel funds through employers rather than providers," he said.

The winning tenders included Everton Football Club and the National Grid.

Apprentice reshuffle

Karen Woodward is to take the lead on apprenticeship activities at the National Apprenticeship Service following the departure of David Way, FE Week understands.

She is currently divisional apprenticeship director at the Skills Funding Agency's apprenticeship division, and will also take responsibility for traineeship employer engagement.

Mr Way, who was executive director of the service, stepped down at the end of last month after 38 years in the employment and skills sector.

Youth jobs on the slide

The official unemployment rate for 16 to 24-year-olds has risen slightly for a second month in a row to 21 per cent, according to the latest monthly figures.

For May to July, it rose 0.5 percentage points (9,000) from February to April, said the Office for National Statistics, hitting the 960,000 mark.

Barclays sticks by Elmfield Training

Chris Henwood  
@Chris\_Henwood

The Skills Funding Agency has been "working closely" with Barclays Bank over its apprenticeship plans with Elmfield Training after the provider was banned from taking on new learners, FE Week can reveal.

The multinational bank said last month it wanted to double its apprentice intake to 2,000, despite contracted provider Elmfield having been banned from taking on new learners.

The bank said it wanted to achieve its aim — targeting young people aged 16 to 24 not in education, employment or training — within two years.

The announcement came after the agency's ban for Elmfield, under a notice of serious breach, over its Ofsted grade four inspection result in July.

A Barclays spokesperson said: "Our commitment is unchanged to apprenticeships. We are working closely with the agency and Elmfield to ensure we meet that commitment."

Elmfield declined to comment, but an agency spokesperson said: "We have worked closely with Barclays to ensure they are

aware of the conditions attached to Elmfield's notice. Future starts at Barclays will be dependent on the agency's assurance that Elmfield has made satisfactory progress against their post inspection action plan."

She added: "The agency is committed to working with Barclays to ensure the continuation of this successful programme."

Ofsted found outcomes for Elmfield learners were inadequate and the majority of its apprentices did not complete their framework within the planned time.

The inspection report came just months after FE Week reported how Elmfield's success rates showed just 47.5 per cent of its 13,420 leavers in the retail and wholesale sector, aged 25+, walked away with an apprenticeship certificate in 2011/12.

Although Ofsted acknowledged the provider's success rates were good in newer areas of provision, accounting for around 20 per cent of its delivery and including banking, some elements nevertheless required improvement.

Elmfield said it accepted the education watchdog's recommendations for improvement and would, "focus on tackling the success factors identified initially in our self-assessment report".

Barclays said at the time it would stand by

the provider.

The agency's spokesperson said: "The notice of serious breach issued to Elmfield following its inadequate inspection outcome will remain in place until a full Ofsted re-inspection has taken place.

A condition of the notice is that Elmfield cannot start any new learners with either new or existing employers or apply for growth.

"This condition will only be lifted once the agency is assured that Elmfield is making satisfactory progress against their post-inspection action plan."

Meanwhile, the agency's requirements of Elmfield under the notice were disclosed to FE Week following a Freedom of Information Act request.

The agency issued its notice to Elmfield chief executive Simon Shaw on July 15.

He replaced former chief executive Ged Syddall after his resignation in light of the Ofsted blow, although it is understood he remains the provider's majority shareholder.

The notice said a grade three result was needed from Elmfield's next Ofsted inspection.

It also set out seven key areas of concern to be monitored at monthly case conferences arranged and chaired by the agency.

# Commissioner: only the brave need apply



Eleanor Radford

@EleanorRadford

These are the tough nuts you'll have to crack if you want to be the new FE Commissioner, *FE Week* can reveal.

The imposing interview panel is a fearsome line-up that includes sector chief executives and directors.

They're all that stands in the way of the £800



a-day job that includes travelling the length and breadth of the country.

Skills Funding Agency chief executive Kim Thorneywork is the Alan Sugar of the bunch, leading the pack as chair during preliminary interviews and assessments. They're due to take place October 9 to 11 with final interviews on October 28 and 29.

Ms Thorneywork will be flanked by the Education Funding Agency's chief executive, Peter Lauener; Association of Colleges chief execu-



tive Martin Doel; and, Ofsted's national director of FE and skills, Matthew Coffey.

And last, but by no means least, will be the deputy director of the Department for Business, Innovation and Skills Bobbie McClelland.

The menacing quintet was revealed on Tuesday, September 10, with the launch of [fecommissioner.com](http://fecommissioner.com) to recruit to the post.

It is the second attempt at hiring for the role, after a failed attempt in May when no-one was appointed despite a number of interviews.

Skills Minister Matthew Hancock said: "We are looking for a high-calibre individual to perform this critical role, with a proven track record of successfully leading and driving change in FE colleges, universities, academies, training organisations or similar types of institution."

The FE Commissioner will review the improvement plans of troubled colleges within a two-week timescale and brief ministers on the competency of principals and governors.



The successful candidate will also have the power to issue notices of concern to failing colleges and close colleges that don't improve.

"If a college is placed into administered college or administered institution status the FE Commissioner's role at this point is to conduct a structure and prospects appraisal," said Mr Hancock.

"The FE Commissioner will aim to complete the appraisal within three months."

The job specification says the ideal candidate should have experience developing forward-thinking strategies, leading and influencing complex organisational change and the ability to maintain a positive approach in challenging circumstances. The post is offered on a two-year fixed term contract, with an expected commitment of around 80 to 120 days each year.

Visit [www.fecommissioner.com](http://www.fecommissioner.com) before the closing date of September 22 for more details and to apply.

## Qualifications cull comes under FAB fire

Chris Henwood

@Chris\_Henwood

A cull of more than 1,800 adult qualifications that had little or no uptake has come under fire from Federation of Awarding Bodies (FAB) chief executive Jill Lanning.

The Skills Funding Agency has axed funding for a host of awards, from entry level to level four, as part of its New Streamlined Funding System for Adult Skills from the start of last month.

Among the 1,884 qualifications hit for no uptake were City & Guilds' level one award in creative techniques in jewellery — personalised key fob and the Royal Society for Public Health's level two award in health promotion.

However, a further 197 qualifications that had faced the chop were saved.

They included the Mineral Products Qualifications Council's level four diploma in supervision of underground coal, shale or fireclay mining operations and City & Guilds' level three diploma for professional dog stylists.

Nevertheless, Mrs Lanning remained critical of the cull.

"We recognise the agency may need to focus and prioritise the limited public funding available for adult learning, but we do not believe that the approach used to remove funding from individual qualifications with low and no enrolments is an effective way to do this," she said.

"Many cases of funding are being withdrawn from only one or two of the awarding bodies offering each of the qualifications under scrutiny.

"We are naturally concerned about the impact of this approach on our members, including where funding was removed from one of a suite of linked qualifications offered by an awarding organisation."

In February *FE Week* reported how more than 2,400 qualifications could disappear; but in July Skills Minister Matthew Hancock said that 1,884 qualifications would be scrapped following a "thorough" review.

An agency spokesperson told *FE Week*: "We asked awarding organisations, colleges and training providers to submit evidence for any qualifications they believed should be retained.

"Where we have removed public funding for qualifications with no or low enrolments, we have ensured no gaps in provision for employers and learners."

She added that the agency would review funding decisions if there was evidence of demand.

And, thanks to a Freedom of Information request to the agency, *FE week* can reveal that 70 per cent of the qualifications cut were axed because they had no uptake in the 22 months from August 2011, while the remainder were culled for little demand.

Meanwhile, City & Guilds won amnesty for 74 of its qualifications, but lost 345. Its director of policy, research and regulation, Judith Norrington, said: "It's understandable that the government is keen to focus funding on the qualifications that people are taking.

"Clearly, there is a need to simplify the complex framework system wherever possible — in fact the Qualifications and Credit Framework [QCF] system itself led to awarding bodies producing so many qualifications.

"Our main concern is whether the needs of employers and learners have driven the changes to funding. It's particularly vital that employers are involved to ensure the funding is directed to the right areas and meets their needs."

Meanwhile, OCR saw two of its qualifications saved, including its level two certificate in preparing to work in creative media. It lost 192.

A spokesperson for the awarding body said: "The fact that there are so many unused qualifications is a hangover from an old regime and illustrates perfectly the need to get rid of the QCF.

"What is really important is that we all develop new qualifications for new and emerging needs. It is not about the actual number of qualifications, but the right kind of qualifications."

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Editor's comment

Safe AND inclusive

It was inevitable that Birmingham Metropolitan College would bow to the weight of public pressure.

Clearly, ensuring a safe environment for all learners, employees and visitors is of paramount importance.

And the college policy at Birmingham Met was never intended to offend or discriminate.

Whatever your opinion is about whether this is right or wrong, the college has now listened and seems to have found a way to balance the need for a safe environment with the freedom to wear a veil.

I sympathise with the college's position and congratulate its principal, Dame Christine Braddock, on being brave enough to modify the policy.

I wish the students and staff both a safe and inclusive start to the year.

Nick Linford, editor

Correction

While Sir Geoff Hall may well have stepped down from his post as interim chief executive of the Education and Training Foundation, he has not left his job as chair of the Information Authority (IA).

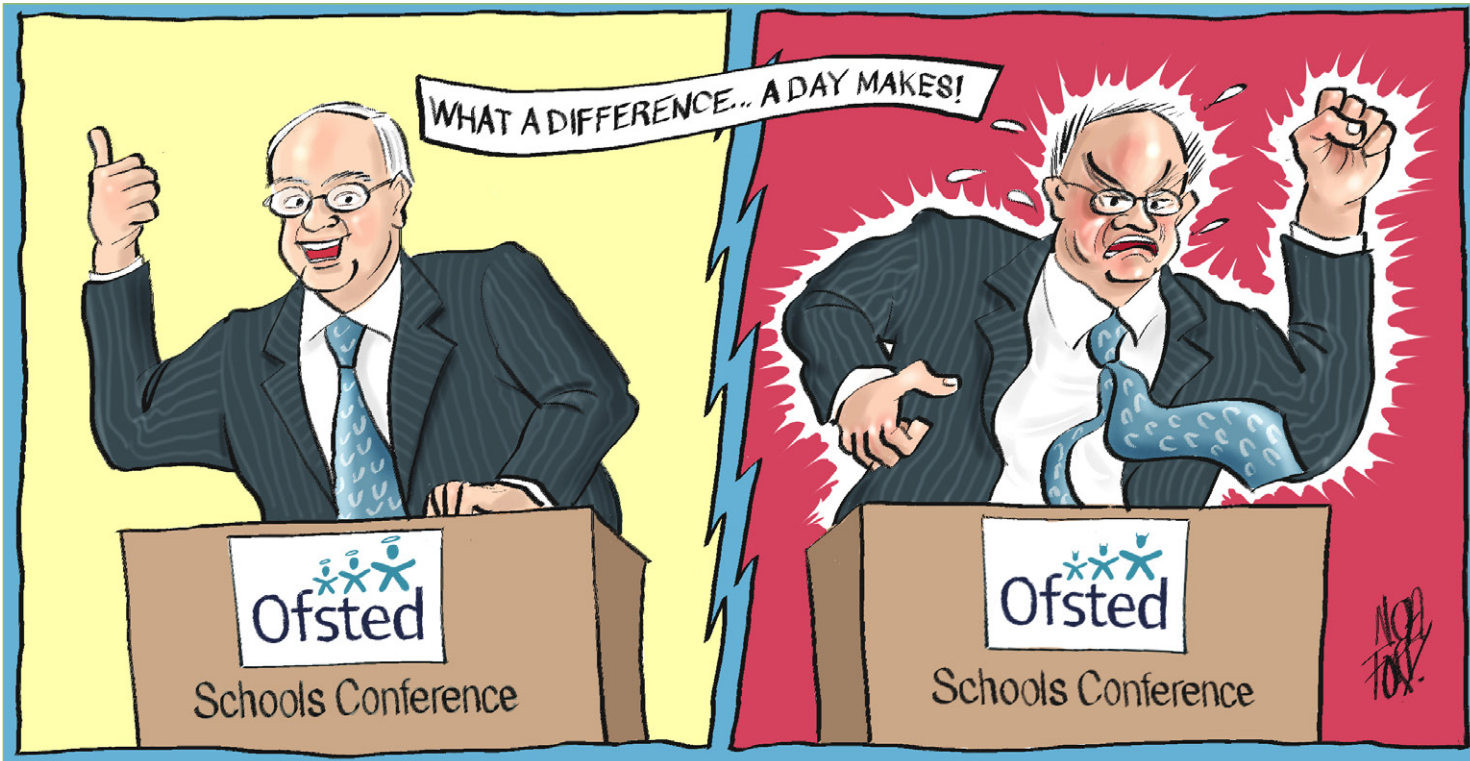
It was incorrectly reported in the last edition of FE Week that Sir Geoff no longer held the IA post.

FE Week would like to apologise for any distress caused by this inaccuracy and confirm that the former principal and chief executive of New College Nottingham remains in post having been appointed in January 2011.

The error did not appear in FE Week coverage online of Sir Geoff's resignation from the foundation.

Have you spotted something wrong with this edition of FE Week?

If so, feel free to tell us about it, including the page number and story headline, and explain what the problem is. Email us at news@feweek.co.uk with Corrections in the subject line.



Careers plan after wrath of Wilshaw

Chris Henwood

@Chris\_Henwood

The government has announced an action plan to tackle poor careers advice after Ofsted boss Sir Michael Wilshaw attacked schools saying "too few are doing enough" on the service.

He hit out with the education watchdog's much-awaited report — Going in the right direction? Careers guidance in schools from September 2012 — offering a damning commentary on careers guidance in schools.

The report showed that 75 per cent of the 60 schools visited were not implementing their duty to provide impartial careers advice.

Skills Minister Matthew Hancock said schools, which have been responsible for providing their 14 to 16-year-olds with careers guidance since 2012, would in future be issued with clearer advice on their responsibilities.

He said he also wanted more employers involved in response to the Ofsted report and also a report this year by the National Careers Council which called for a "culture change" in careers guidance.

"I want all schools to do as the best do — inspiring young people, providing work experience and putting them in touch with employers," said Mr Hancock.

The National Careers Service is also set to "be improved to give young people a greater understanding of the full range of options avail-

able to them".

The Ofsted report came out on September 10 — the day after Sir Michael praised schools for "radical advances" in inspections.

He said: "Our findings show that too few schools are doing enough to ensure all their students receive comprehensive advice about the breadth of career opportunities available."

The criticism comes nine months after the Education Select Committee warned of a "deterioration" in schools' careers guidance.

Committee chair said Graham Stuart said: "This [Ofsted] report makes an irresistible case for change and I very much hope ministers are listening."

Tristram Hunt, Labour's Junior Shadow Education Minister, said: "The government's reforms have brutally undermined careers services for 14 to 16-year-olds.

"This is a matter of social justice and economic competitiveness — young people need the support to make the right choices and the youth unemployment rates are a sad testament to that."

Association of Colleges president Michele Sutton said: "We are letting young people down if we don't provide them with absolute clarity on the full range of providers, including sixth form colleges and colleges, and to the widest range of options open to them, which includes further and higher education, traineeships and apprenticeships."

Stewart Segal, chief executive of the Association

See the FE Week website for an interview with Ofsted inspector Karen Adriaanse, author of Going in the right direction? Careers guidance in schools from September 2012

Comment

Apprentice hopefuls face GCSE barrier

Oh, to have the choice of turning prospective apprentices away.

If at initial assessment they are really not up to it then we would suggest another route, but around 30 per cent of our apprentices do not have a transferable English or maths qualification and we deliver functional skills to them.

I would also suggest that Functional Skills are a much better fit than GCSEs in many working environments, but that more sector specific Functional Skills would be more useful. Beverley Slyn

Two in every three colleges using zero-hour contracts, research suggests

The problem with zero-hour contracts is that the flexibility is all for the benefit of the employer.

They are a way of stripping staff of the key benefits to which they are entitled. FE should be doing more to keep hold of the skills and knowledge of its staff by offering more secure futures and making the sector a desirable place to work as a result.

Jane Scott Paul, chief executive, Association of Accounting Technicians

tion of Employment and Learning Providers, said: "The Ofsted report should lead to schools and colleges being more transparent in terms of the careers advice offered and more welcoming to input from training providers and employers."

David Igoe, chief executive of the Sixth Form Colleges' Association, said his members "rely on local schools providing information and guidance on all the opportunities available and ... too often we felt that this statutory duty was neglected or just blatantly ignored."

Brian Lightman, general secretary of the Association of School and College Leaders, wanted "high-quality, face-to-face guidance provided by qualified professionals is available in all parts of the country".

David Hughes, chief executive of the National Institute of Adult Continuing Education, said employers should have a role in schools' careers guidance.

"Including employers ... will go some way to inspiring those wanting to take a more vocational route," he said.

Lynne Sedgmore, executive director of the 157 Group, suggested colleges step in to help schools, because they "offer excellent advice and guidance services".

Meanwhile, Karen O'Donoghue, president of the Career Development Institute, called for guidance to be delivered by Qualifications and Credit Framework level six-registered professionals.

Read an expert piece on page 7 by National Careers Council chair Dr Deirdre Hughes

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FE Week on location

# Hull 14 to 16-year-olds leading the way to college

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Seven colleges in England are for the first time taking on young teenagers. Hull College Group is one of those.

One hundred 14 to 16-year-olds in Hull are among the country's first within the age group to study full-time at college. Hull College Group launched its new college on Friday, giving the youngsters the chance to study vocational specialisms over a two-year period alongside GCSE English, maths and science.

Professor Alison Wolf CBE, who recommended that providers should be allowed to enrol students at 14, helped launch the college.

Group chief executive Gary Warke said: "We are pleased to welcome our first cohort of students to the 14 to 16 college.

"It's an historic moment for Hull College Group and one that signifies a momentous moment in education."

Hull College was rated as outstanding by Ofsted in February.

It is one of seven to directly enrol 14 and 15-year-olds. The others are Halesowen College, in the Midlands; Middlesbrough College; Leeds City College; Newcastle College Group; Accrington and Rossendale College, in Lancashire; and, Hadlow College, in Kent.

"It's an historic moment for Hull College Group and one that signifies a momentous moment in education"

Hull's class sizes are smaller and students will be taught by specialist vocational tutors who are industry trained, said a college spokesperson.

Student support in the form of personal tutors, learning mentors, support for students with disabilities and a full range of enrichment activities will play an integral part in the development of students.

Pathways are also in place to ensure students have various progression opportunities, added the spokesperson. From 16, students can study full-time vocational courses, full-time A-level courses, apprenticeships, employment and



From left: Professor Alison Wolf, Gary Warke and students Jessica Linford and Mario Sequeira, both 14

Photos by Colin Wallwork for FE Week

further training.

From 18, students can continue on to higher education either with Hull College or at university or they can leave education and enter into employment.

Mr Warke said: "Our previous experience has cemented Hull College Group as a pioneer of 14 to 16 education. This includes sponsorship of the Hull Studio School and Sirius Academy.

"Both are representative of the success Hull College Group has with this age group and what can be achieved with an exciting, varied curriculum and excellent teaching staff.

"We wish our new students all the best."

The criteria for direct recruitment of 14 to 15-year-olds include an outstanding, good or requires improvement rating from Ofsted.

Colleges who do take on 14 and 15-year olds will also be required to provide a dedicated area for them within the college estate, as well as separate leadership.

Colleges will also be subject to an Ofsted inspection under the schools' framework within two years of their 14 to 16 centre opening.

The Education Funding Agency declined to indicate how many students were likely to be enrolled overall this year, but a spokesperson said: "We are pleased that these seven colleges will be acting as early pathfinders and will be working closely with them to learn early lessons and share good practice."

He added: "The funding they receive will be based on the actual numbers they recruit." It is understood that more colleges are planning to offer 14 and 15 provision in 2014/15.





## FE Week experts

# Planning to change a careers culture

**The National Careers Council called for a 'culture change' in careers guidance in the summer and made seven recommendations to improve the service. Dr Deirdre Hughes says she's happy with the government's new action plan on the issue.**

For too long, careers provision has been a Cinderella service. Many people have their own anecdotes about the careers advice they personally received.

Now is the time to think more earnestly about how to improve careers provision, moving beyond anecdotes to evidence of positive impact, including good and interesting policies and practices in our local communities. There is an urgent need to take collective action.

I welcome the Skills Minister Matthew Hancock's call for 'a culture change in careers guidance' which requires government, education, employers, training providers and career development professionals all to play their full part.

As teachers and lecturers have so often said, young people need clearer pathways into the workplace through schooling, tertiary education and training.

Having careers support to help with navigating options and making well-informed decisions based on labour market realities is essential.

The government's new Careers Action Plan

for England is a major step forward.

This is the first time the government has had such an action plan.

It is heartening that the government has acknowledged careers provision needs to be radically improved, responding to repeated calls from people working in schools, colleges and local communities.

As with all plans, the real work lies ahead to support schools, colleges and universities to provide impartial and independent careers guidance.

Ofsted's findings are unsurprising given major structural changes in the delivery system are ongoing in this transitional period for schools.

But we now have a new focus and direction of travel — improving careers provision, regarded by government and its partners as a social and economic priority.

In England, a revision of guidance to schools and colleges and improvements in destination measures are a step forward.

Also, innovative developments such as the UK Commission for Employment and Skills' (UKCES) LMI [Labour Market Information] for All initiative will improve access to labour market intelligence.

But significantly more work needs to be done between education, employers and career development professionals. I would also like to see more emphasis on engaging with the voices of young people and parents in

local communities.

The Minister's Inspiration Vision sets a challenge for more businesses to step up and work more closely with education, extending the delivery of the best that exists and more.

Partnerships at a local and national level have been commonplace for some time, but the new emphasis is to make an exceptional partnership the new norm.

Clearly more people, especially young people, need access to career insights to the world of work, but it is essential that this is combined with proper access to impartial and independent careers guidance.

The National Careers Service (NCS) has to strengthen its links further with employers.

There is significant potential with its partners to harness existing and new resources to reach out and connect with young people (and parents) in local communities.

Getting people closer to 'the line of sight to work' and/or suitable opportunities is a common goal that involves a multiplicity of players.

We know investment in addressing the youth employment challenge now comes in many different forms, including Local Enterprise Partnerships (LEPs), who are beginning to work more closely with the NCS and National Apprenticeship Service.

With the government's formal endorsement of all seven recommendations of the National



Careers Council (NCC), the implementation of NCS 'practical steps' now begins.

The culture change is underway. The NCC will continue to work with government, the UKCES and other interested parties to look ahead and find practical solutions that help support and improve careers support services for young people and adults.

*Dr Deirdre Hughes OBE, chair of the National Careers Council and UKCES commissioner*

## Gaps in careers guidance an opportunity for FE

**Ofsted's careers guidance report pulled no punches in its criticism of schools. Nor did it come as a surprise to many in the FE sector. But now that it has arrived, so has the time to act — and to capitalise, says Ruth Sparkes.**

Careers guidance in schools has come in for a rough ride this year from the Education Select Committee and the Mobility Commission — and now Ofsted is sticking the boot in.

Its boss, Sir Michal Wilshaw, is not at all happy with the careers advice that schools are dishing out.

I suspect that for most colleges this hasn't come as a surprise.

However, the Ofsted report is a fantastic opportunity for colleges to show their mettle and raise awareness about what fantastic advice and guidance services they offer — and perhaps increase recruitment numbers at the same time.

Just days after GCSE results day last month, children's charity Barnardo's released a report with similar concerns.

As we know, A-level and GCSE results days are a period of intense anxiety and often distress for young people.

They're making what feels life-changing decisions about their futures, especially if their exam grades weren't as good as they'd hoped.

There is a national shortage of expert advice and Berkshire College of Agriculture (BCA) decided to tackle this head-on. It's a lead that I think other colleges can look at and adapt to

their own audiences.

BCA decided that it needed to reach out to young people in ways that made it as accessible as possible.

**“They could even offer advice from a caravan outside schools' gates — there's much that can be done”**

The college decided to set up a careers shop (literally) in the town's shopping centre and it wheeled out resident careers expert Victoria Sellens via Twitter; via a Q&A in the local paper; via a national blog; and, of course she manned the careers shop (and just so you know, she's had a nice holiday since).

'I was very nervous about it all,' she said.

'I am a Twitter and blogging newbie, but it turned out to be an ideal way of connecting with young people, especially using social media. It is the ideal platform to offer the guidance they need in a friendly and informal setting.'

Now, I suspect those diehards out there are saying: 'Harrumph — it's not FE's job to pick up where schools have failed. We don't get funded for that ... blah blah. Next we'll be having to of-



fer level two catch-up in English and maths.'

Ahem... Now, I know the excitement and trauma of results' days are over for another year, but young people need advice and guidance all year round.

So, what's to be done?

And what can colleges do?

Most colleges already offer good quality advice and guidance to their students and prospective students. Why not open this service up to anyone who needs it?

Colleges could work with their local papers (like BCA did) and offer another very valuable service to young people.

You could contact your local schools and offer your services, or if that's a non-starter... Colleges don't have to fight to get into secondary schools, they can use Twitter (BCA used the #AskVicki hashtag); they can use empty shops in their local high street, they can offer drop-in sessions on their campuses to coincide with schools' home time, or Saturday mornings. They could even offer advice from a caravan outside schools' gates — there's much that can be done.

All of this is about offering young people good quality, impartial careers advice. But, why should you?

My first answer to that is because it's a good thing to do, and, because you can — you have the resources.

My second answer is because you will come in to contact with students who may never have thought about your institution, who may never have even heard about it or even realised that coming to you was an option. You stand a very good chance of increasing your student numbers by doing something good.

*Ruth Sparkes, managing director of marketing and education, media and PR agency EMPRA*



## FE Week experts

# The wrong answer for the GCSE obsession

Young teenagers face an extended period in education with the raising of the participation age. It's a grand idea, but it might not be the wisest, says Anthony Benton.

August saw a big change in the statutory education system, the "participation age" rose from 16 to 17.

Young people must now remain in full-time education or approved training and continue to study English and maths (GCSEs if in school or GCSEs/Functional Skills if in training).

In essence, you could think this is a good idea, but is it? Some nations keep young people in education and training longer and some of these have better outcomes, but is it really tackling the real challenges we face as a nation?

**"We have created a cultural situation where many learners are uninterested in these basic skills"**

As with many government initiatives raising the participation age (RPA) is a blunt instrument — it has side effects and unwanted consequences.

One justification for RPA is that too many young people leave education without the level of basic skills that employers say they want.

Cynically, a more basic underlying reason could be to slow the increase of so-called NEETs (young people not in education, employment or training) currently running at around a million.

When the government talks about adequate English and maths, of course they mean a grade C or above in GCSE, a so-called gold standard. Successive governments have fed confusion in this area by periodically introducing new qualifications and messing around with exams year-on-year for generations.

I would argue that many people in education, politics and the media are obsessed by GCSEs.

After all, these things that we don't really understand are what schools are judged on more than anything else. And that obsession and the coarse use of GCSE exam results as the success measure of a school means that many other facets are pushed into the margins.

So, one of the stated objectives of the increase in participation age is to improve the levels of English and maths before young people move into employment.

A laudable ambition, but what about the question of why so many get to the end of



years of intensive full-time education without being able to get above a grade D in their GCSE exams?

Hoping to make up for that failure through RPA is too little too late.

It is the wrong answer to the wrong question and to make matters worse by the time most young people get to this "failed stage" they probably hate maths and loath English, probably having sat their GCSE exams several times and being convinced by the establishment that they are thick.

Tragically, we are seeing also that some secondary schools are refusing to take back pupils who have done badly in GCSE results, reducing participation opportunity and reinforcing that sense of failure in the classic establishment academic route.

We need a nationally-recognised qualification system, but it needs to be two things to be successful. It must run seamlessly across all levels without ambiguity and be constant over time.

And although these qualifications can then be a marker for schools, pupils and teachers, they must not be allowed to exclude or dominate other markers, for example employment success rates and broader school culture-driven outcomes such as behaviour, values and attitude.

It is clear the biggest issue is the failure in learning of English and maths during school years. We have created a cultural situation where many learners are uninterested in these basic skills. This is what we have to address rather than just add on another year.

You can lead a horse to water, but if it isn't thirsty, it won't participate.

*Anthony Benton, chief operations officer; Employment and Skills Group*

# Apprenticeship rush 'needs to be avoided'

Government proposals on apprenticeships include one in which funding goes through employers. It's a principle John Allan agrees with, but he thinks the options on the table still aren't right.

The Federation of Small Businesses believes the best approach for apprenticeships would be a more demand-led system that ensures training is tailored to suit the needs of businesses.

The FSB has long said that the best way to make the system more effective is for government funding to be routed through employers rather than being paid directly to training providers.

The current apprenticeships system has been subjected to constant change which has undermined its brand and led to confusion.

While the current system is not ideal, it is vital not to rush into an imperfect solution. Indeed, detailed thought must be given to ways in which apprenticeship candidates, employers and training providers will be affected by any changes.

The FSB has said government must take its time with any reforms. It must think through the implementation in order to get it right first time and create a system that will last for decades to come.

**"Proposals may potentially lead to a sudden and significant increase in costs which small and micro businesses cannot absorb"**

Unfortunately, proposals laid out by government in the current consultation take a simplified view of apprenticeships. Furthermore, in their current form they appear to breach some of the key points we consider imperative to make this system work for small and micro businesses.

Current proposals seem to suggest government aims for the employer to pay the full costs in advance of government payback.

The reality is many small businesses cannot afford to pay the full cost of the training upfront, even though some of it will be recovered. This would damage cash-flow and put small firms off engaging in the system.

We are also concerned that current proposals may potentially lead to a sudden and significant increase in costs which small and micro businesses cannot absorb.

Moreover, we are concerned about the proposals for payment on results. Small businesses are already left out of pocket if an apprentice-



ship ends prematurely, and payment on results could compound the financial pain felt by businesses in these circumstances.

Routing funding through employers should offer many long term benefits. It would make employers more involved in vocational education, and lead to providers being more businesslike and cost conscious.

We believe government must continue to be as generous as it currently is in its contribution towards apprenticeships, while also fully-funding the training element of apprenticeships for 16 to 19-year-olds. This group in particular can be seen as far riskier to take on for a small firm as they lack experience and skills of older apprentices.

Establishing government funding through the business puts the employer in charge and we believe that over time this will make them more engaged. The FSB believes they will have much more success at getting the training they want, rather than what a training provider can deliver cheaply.

To sum up, the FSB is a keen supporter of the principle of routing apprenticeship funding via employers. However, combining this change with a requirement to prefund providers and potentially increasing costs will reduce employer's engagement in the apprenticeship programme.

We urge government to take its time with this proposal and ensure the best possible outcome, not just for the apprentice but for the small business too.

*John Allan, national chairman of the Federation of Small Businesses*



## FE Week experts



Government legislation is doing away with the requirement that FE lecturers need centrally-defined teaching qualifications. Dr Matt O'Leary makes the case against the move.

Ian Pryce, principal of Bedford College, has argued that the de-regulation of teacher qualifications should be seen as a positive step in the development of teacher professionalism and a 'golden opportunity for FE teaching staff to demonstrate their true worth'. I would like to respond to some of his claims and in so doing

# Qualifying the FE teacher argument

offer an alternative perspective.

Mr Pryce's position is largely based on a laissez-faire philosophy, which believes that by opening teacher professionalism — and qualifications — up to the free market, things will take care of themselves and the 'market' will naturally ensure high levels of professionalism.

The fact that he thinks the removal of statutory qualifications is likely to have a positive impact on the quality of teaching and learning suggests a lack of understanding of the symbiotic relationship between teacher education and classroom practice.

He talks about wanting 'professional teachers because they need less supervision', but fails to recognise that a key platform to the creation of 'professional teachers' comes from them having undertaken a teacher education programme in the first place.

In a 2012 survey by the Institute for Learning of more than 5,000 members, 90 per cent of respondents emphasised the need to retain a minimum qualification requirement, arguing that it added to the status and standing of the profession, and to the status and standing of vocational, adult and further education overall.

It is quite ironic then that at a time when vocational pedagogy is at the forefront of the FE agenda nationally, and with it the importance of teacher education in shaping excellent vocational tutors, there are voices such as those of

Mr Pryce calling into question this agenda and with it the progress made over the last decade in raising the professional profile and status of the profession.

One of the most perplexing statements he makes is: 'I find it hard to see how a teaching profession owned by teachers wouldn't be able to persuade employers of their value'.

It's difficult to decide what is most perplexing about this statement. Is it the assertion that de-regulation is somehow tantamount to giving teachers more ownership of their profession, or the assumption that teachers actually operate in a bubble of professional autonomy?

**“Every FE teacher would no doubt welcome the freedom to determine what it means to be a professional”**

Whichever of the two, this comment is either incredibly naïve or so far removed from reality that it suggests a lack of awareness of what it means to be a teacher in FE in 2013.

Mr Pryce goes on to say that 'freedom to

determine what professionalism means ... is what an independent, mature FE sector should want'.

Every FE teacher would no doubt welcome the freedom to determine what it means to be a professional, but surely this is dependent on a reduction of some of the systemic constraints that currently limit their ability to express such 'freedom'.

Contrary to what he would have us believe, it is not teacher qualifications that should be seen as a constraint, but performance management systems that require FE teachers to spend so much of their time manipulating and managing data than the very job they entered the profession to do.

Mr Pryce's free-market vision will do little to help a sector that craves greater stability to continue to attract the very best teachers.

The move to de-regulation and leaving FE teacher qualifications to the whim of market forces is only likely to result in an increase in the transitory nature and casualization of the workforce, ultimately resulting in the continuation of this perpetual cycle of uncertainty and instability, which, let's face it, is no good for teachers, learners or employers.

*Dr Matt O'Leary, principal lecturer in post-compulsory education, Centre for Research and Development in Lifelong Education, University of Wolverhampton*

  
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# Traineeships the Welsh

*Eleanor Radford*

*@EleanorRadford*

**With traineeships getting off the ground in England, *FE Week* reporter Eleanor Radford visited Welsh training provider Itec to learn more about the scheme across the border where it has been running since August 2011.**

Among the hustle and bustle of Newport city centre is Itec's training centre.

With phones ringing constantly, hairdryers blowing and hammers banging, it's difficult not to get a buzz when you walk through the doors of the three-storey building.

With six delivery centres across the south east of Wales filled with around 1,000 16 to 18-year-olds completing their traineeships, Itec is one of the principality's largest — and seemingly busiest — training providers.

Here, construction learners make joints for bird tables, childcare trainees work on their NVQs, while retail hopefuls fill out job applications.

Receptionist Sophie Pilot completed an admin and customer service level one traineeship last year and was then offered a full-time job with Itec.

"I was so pleased," said the 20-year-old, from Griffithstown, eight miles north of Newport.

"It worked mainly in building my confidence, and now I have a job I love."

Faith O'Brien, Itec operations director, said: "In my experience traineeships have worked better than any of the other programmes that have come along before it. We feel a lot of our learners are pre-FE and traineeships act as a feeder into FE."

Sophie and Itec offer a vision of traineeships as a success story, so can anything be learned from the Welsh experience and exported to England?

Some outline of the system in Wales is needed first.

Across the border, traineeships have an "engagement" entry point, which normally lasts around three months and where no qualifications are required.

It also acts as a qualifier to the level one stage, which can last six to nine months.

Meanwhile, those wanting to go straight onto level one — without having taken the "engagement" route — are assessed by providers for suitability rather than face strict qualification requirements.

By contrast, 16 to 19-year-olds in England, where there is no such earlier entry point, must already have some level two qualifications when they enter at level one. And English traineeships should last no more than six months.

"The engagement stage works well for us as it lets the learner get ready for the placement stage and it allows us to get to know them and their abilities," said Joel Williams,

business developer at Itec.

In fact, leading Welsh training provider ACT, based in Cardiff, found the engagement stage so worthwhile, it split it into two tiers — phase one and phase two.

"There are some learners who do not fit the standard mould, which is why we implemented the phased engagement provision," said Katy Wolar, senior centre manager at ACT.

"The good thing about traineeships is being able to have the flexibility and freedom to deliver the programme as you see necessary, and to cater for the variable needs of the learners," she added.

The Welsh government's funding model sees providers funded per hour, per head, and there is no time-based cap, unlike England's traineeships where the Education Funding Agency stops paying out after 540 hours per trainee.

A further difference is the level of funding providers get while the learner is on placement.

**"Traineeships have worked better than any of the other programmes that have come along before it"**

In England, providers see no change in the level of funding, but in Wales, said Mr Williams, "funding rates are reflective of the associated costs a provider is likely to experience when supporting a learner."

He continued: "This means the funding we receive when a learner is on placement or work experience is one twelfth that we receive when the learner is in centre."

And funding affects learners differently too, with Welsh trainees getting an allowance of between £30 and £50 while working on placement. Mr Williams said the money was often a "deal-breaker" for learners. Meanwhile, trainees in England get no such official payment.

However, the Welsh system only caters for 16 to 18-year-olds, including anybody in the age group not in education, employment or training, but traineeships extend up to the age of 24 in England.

So is the Welsh model one that England should be looking to replicate?

A Welsh government-commissioned traineeships review in January said that in 2011/12 just 63 per cent of candidates pro-



*FE Week* reporter Eleanor Radford interviewing receptionist Sophie Pilot, 20, who got a job with training provider Itec after completing



Construction trainee Jack Crocker-Jones, 17, learning how to make a bird table

gressed into employment, further or higher level learning.

The review concluded that targets were hampered by a lack of work experience and employment opportunities, and more able learners were penalised because only those up to level one need could apply.

Regardless, the system is seen by the Welsh government as successful.

"Traineeships is a flexible programme which requires the development of an individual plan of learning to meet the needs of each young person," said Ken Skates, Welsh Skills and Technology Deputy Minister.

"The programme provides an excellent op-

portunity for young people who are motivated by work to develop the breadth of skills, qualifications and experience they need to be attractive to employers."

He also defended the level of payments to learners, saying: "Our evidence suggests that this allowance does encourage learners to progress from the engagement to level one."

He added: "The traineeship is still a relatively new programme.

"Having given the programme time to 'bed in' we now want to work closely with providers to improve performance and ensure we get the best outcomes we can for young people."





# way



a traineeship with them

FE Week table comparing Welsh and English models of traineeships

 WALES	 ENGLAND
Traineeships for 16 to 18-year-olds only	Traineeships for 16 to 24-year-olds
Traineeships are not time-bound	Traineeships must be between six weeks and six months
Traineeships provide an allowance of between £30 and £50 a week	Traineeships are unpaid
Traineeships can provide an additional expenses allowance for travel	Traineeships have no set allowance, however providers or employers can choose to pay and or subsidise expenses
Marketing: the Welsh Government has undertaken two campaigns to date. The first was an outdoor advertising campaign on trains and buses in April / May 2012 and the second was a media campaign during October 2012. The scheme has no logo	Marketing: the traineeships programme has a logo which only government-approved providers are permitted to use
Traineeships have three levels – engagement, level one and bridge to employment	Traineeships are not at specific levels, but there are restrictions around 19+ trainees who hold level two or three qualifications
Traineeships can involve community projects	Traineeships must involve a ‘high quality work placement’
Traineeships stipulate the number of hours required (between 12 and 30 per week depending on level)	Traineeships do not have hourly requirement, just minimum/maximum duration
Referrals come through Careers Wales and Jobcentre Plus	Referrals come through Jobcentre Plus, the National Apprenticeship Service, a training provider or the National Careers Service
Traineeships started in Wales from August 2011	Traineeships started in England from August 2013

## FE Week expert

# Across the western border

With one-in-five people aged 16 to 24 out of work, traineeships are the government’s new hope for improving young people’s skills and knowledge to thrive in the employment marketplace. Rob Wye looks at the English programme and compares it with the one on offer in Wales.

Traineeships are the latest in a series of government initiatives aimed at improving the skills and employability of young people in England. They have existed across Europe for some time under various names, with differing economic and social factors inevitably affecting their success in tackling youth unemployment.

A little closer to home, traineeships have existed in Wales since 2011, and a comparison of the two systems offers an insight into whether the policymakers in England have got it right.

Simplicity is a yardstick by which education and training providers measure the effectiveness of a programme, and the design of traineeships in England is considerably simpler than some of its European counterparts.

While funding rates and eligibility differ depending on age, the make-up of an English traineeship is the same across the board — a quality work placement, English and maths, and work preparation, undertaken for between six weeks and half a year.

However, as the Association of Employment and Learning Providers’ chief executive, Stewart Segal, recently expressed, the restriction of traineeship provision to providers rated outstanding or good by Ofsted diminishes the potential for the programme to reach as many young people as it could.

This is especially pertinent in more deprived areas, where Ofsted grades may not necessarily take into account the learners’ distance travelled.

Welsh traineeships are funded by the Welsh government and the European Social Fund and, unlike England, trainees are paid a wage.

The impact of payment cannot be underestimated, incentivising and motivating young people to invest their energy in a programme, which in turn will undoubtedly impact on outcomes.

Another difference is that those not ready for work can take part in community projects to build their confidence and competence in working with others, while learners with more experience can study up to level three through the Steps to Employment programme. This flexible approach ensures learners have the best chance of finding employment.

A recent review of the Welsh traineeships and Steps to Employment programmes highlighted that, as always, improvements can be made.

The lack of improvement in Welsh learners’ English and maths skills is



less likely to be replicated in English traineeships, where numeracy and literacy are central to the programme.

Traineeships in Wales can be confusing for both providers and learners as they are available at different levels with different names and age restrictions, flexibility around work experience and qualification levels, and no minimum or maximum durations.

Traineeships in Wales are only available in eight sectors and through 16 providers, whereas in England, traineeships are available in any area where an employer can provide a high quality work placement.

An informal survey of Council for Awards in Care, Health and Education (Cache) providers indicated a lack of desire to jump straight into traineeship provision, instead waiting to see if the benefits would outweigh the costs.

Considering the plethora of policy and funding reforms over the last 12 months, the reticence is understandable.

However, traineeships have the potential to be of enormous benefit to sectors such as childcare, where employers are predominantly micro or small and medium enterprises.

The mooted changes to the apprenticeship funding system could see these organisations unable to afford the cost of delivering apprenticeships, whereas traineeships may provide a more cost effective way of future-proofing the workforce.

Each system has its benefits and drawbacks, but undoubtedly traineeships are a positive step towards reducing youth unemployment.

By incorporating the rigour and flexibility of both programmes, the solution both governments are seeking may be found, giving young people the skills, confidence and motivation to take their first steps into sustained employment. That can only be of benefit to all involved.

Rob Wye, chief executive, Cache



# FE Week campus round-up

sponsored by **empira**



From left: James Close with catering students Laura Foster and Craig Hetherington, both 18

## Recipe for a hospitality college course

Students in the North East served up a new course at their college with the help of an award-winning chef.

Bishop Auckland catering and hospitality learners helped James Close, chef patron of the Michelin-starred Raby Hunt-restaurant, near Darlington, prepare a five course taster menu for 35 guests to launch a level five HND hospitality management course.

Level two catering student Craig

Hetherington said: "This was a fantastic experience... which confirmed my ambition and desire to become a top chef within the industry."

James hopes to pass on his skills in a Michelin masterclass he will run as part of the course.

Principal Natalie Davison said: "Students clearly got a huge buzz from working with James who is a great role model."

## Arrows pilot hits AoC commendation heights

A Red Arrows pilot and former Sheffield College student was commended on the Association of College's 2013 Gold Awards roll of honour.

High-flying Steve Morris, aged 31, studied A-level maths, physics and IT at college, in pursuit of his childhood dream to become a pilot.

"My time at college helped me get to where I am today and I really appreciate the support and guidance I received," said Steve.

Steve gained two Bs and a C before the RAF offered him sponsorship to study aerospace engineering at the University of Sheffield and a place once he graduated in 2002.

Every year, three pilots have the chance to join the nine-strong Red Arrows team, and Steve said being selected last year was "quite literally a dream come true".



Flight Lieutenant Steve Morris, member of the Red Arrows, © Crown 2013

## First trainees get Commons reception

Photo by Shane Mann



Skills Minister Matthew Hancock pictured at the House of Commons with some of the first young people to complete a traineeship

Twenty five young people from Kent enjoyed a House of Commons reception to celebrate their graduation as England's first group of traineeship learners.

The 18 to 24-year-olds were joined by Skills Minister Matthew Hancock and Association of Employment and Learning Providers chief executive Stewart Segal.

Association of Colleges chief executive

Martin Doel was also there along with Liberal Democrat education spokesperson in the House of Lords Lady Sharp, and the 157 Group's deputy executive director, Christine Doubleday.

The youngsters had taken part in a three-month pilot scheme resulting in a dozen of them being offered jobs.

The scheme was run by OCR and the Kent Association of Training Organisations.

## Samantha makes the crew cut



Katy McGrath with the winners of the high fliers awards. From left: Robert Newton, 18, Katy McGrath and Samantha Mason, 17

An awards ceremony for Teeside students really took off with the arrival of a high-flying member of British Airways cabin crew.

The 32 Middlesbrough College aviation operations learners heard from former student Katy McGrath about her experiences travelling the world as a cabin crew member.

She told current students the course, which runs in partnership with Durham Tees Valley Airport, had given her the

chance to land her dream job.

Katy also presented a high-flier award to Samantha Mason, aged 17, for her exceptional commitment, attendance, motivation and excelling in her grades.

Aviation course coordinator Emma Tweddell said: "Samantha's an excellent team player."

She's participated in everything and has encouraged and supported other students when they needed it."

**Want your college or training provider to appear on these pages?**

Send your stories with pictures to [news@feweek.co.uk](mailto:news@feweek.co.uk) including names, ages and course of students where applicable



# Roger's retirement plans run like clockwork

**Meccano clocks and grandchildren keep Roger Dewey occupied following his retirement after 50 years at Peterborough Regional College, writes 23-year-old BTec diploma student Vincent Wood.**

The rain doesn't bother Roger Dewey. It means he can stay indoors and work with his beloved Meccano sets.

It's one of the ways the 64-year-old former motor vehicle studies lecturer will spend his time having retired from Peterborough Regional College after 50 years there.

And with exciting travel plans, plus two grandchildren to chase after, it sounds like he and wife Carole will be kept busy.

"I like making things, particularly when it rains, like my Meccano clock," said Roger, who has two grown-up children.

"Also, obviously, I'd like to go on some holidays with the wife and to see my grandchildren."

Roger initially walked through the Peterborough college's gates as a 15-year-old engineering student.

He went on to have a career at the college as a lab technician, before a spell with the

mechanics, and then, finally, tutoring in Key Skills, particularly ICT.

But he still has vivid memories of his first day. It was August 10, 1970, and there was a brand new motor vehicle workshop being built.

"It was just steel girders, and my job was to get it up and running as a workshop," said Roger, who has two grown-up children.

"The students I started off with were employed — they were apprentices and they had to get their qualification otherwise they would lose the job, so there was that incentive.

"But the students knew that maths — I was also teaching maths and physics at the time — was something they would have to understand to know how the cars worked and how the science of the cars worked."

After that, Roger taught business studies and eventually focussed on Key Skills.

"Key Skills is, as one of my colleagues put it many years ago, trying to put right in one year what the schools couldn't do in 11," he said.

But his secret to a successful career is communication.

"I've always tried to be friendly and approachable," said Roger, who retired on July 4.

"You're always in the same ship and everybody has got a place in that great big machine.

"You've got to keep talking to everyone around you, from the caretakers who keep the place clean and looking smart, right up to the principal — everybody."



Roger Dewey has retired after 50 years with the Peterborough Regional College. Inset: Dewey as a college technician in 1970



Vincent Wood

**Vincent, from St Neots, is studying print-based media at Peterborough Regional College.**

If one of your learners would like to write for *FE Week*, email [news@feweek.co.uk](mailto:news@feweek.co.uk) and outline the story they would like to submit.

The story itself must be accompanied by relevant pictures, plus a picture of the author and details about their age, address and course.

## MOVERS & SHAKERS

Your weekly guide to who's new and who's leaving

### Pinching Penny for the IfL

A former nurse and midwife-turned college head is to become the new president of the Institute for Learning (IfL).

Penny Petch takes over at the professional body for teachers and trainers' annual general meeting on Thursday, October 10.

She started her career as a nurse and midwife before being drawn into teaching while studying for a social science degree. She has taught a range of subjects, at various levels, to a diverse range of young and adult learners.

Mrs Petch said: "I welcomed the introduction of IfL as a professional body to stand up for and represent teachers and trainers in the sector.

"Recent changes to post-compulsory education, including the removal of the 2007 regulations, mean that we again need

to review our sense of professionalism and our status."

A 45-year-old qualified teacher, she has been head of department at three colleges and now works as the head of teaching and learning development at Chelmsford College.

She also trained with the Learning and Skills Improvement Service (LSIS) to become an advanced learning coach, and trained two cohorts of teachers at zher college to be subject learning coaches.

"As a practising teacher, teacher trainer and manager, I take professionalism very seriously and believe that all teachers and trainers should be supported and expected to have teaching qualifications, for the benefit of their learners," said Mrs Petch

"Teaching and training in FE and



Penny Petch

skills must be a high-status profession that attracts high-calibre individuals from business and industry to share their expertise and to enthuse a new generation of skilled workers and specialists in their respective fields.

"I deeply value the existence of a professional body for the FE and skills sector, and wish to make a meaningful contribution to IfL as a driving force in the post-regulation era.

"This will include sharing my experience of successful strategies to improve teaching and learning; helping to raise the profile of teachers, trainers and assessors in this sector; and raising awareness of the need



Beatrix Groves

for teaching qualifications and professional development."

She takes over as president from Beatrix Groves, who steps down after two years in the post.

Sue Crowley, IfL elected chair, said: "I would like to welcome Penny as IfL's new president. We have a distinctive role in the sector, and our elected representatives help ensure that advocacy and policy are based on evidence from teachers and trainers working in all parts of the sector.

"We thank Beatrix for her active contribution to IfL as president for the last two years."

If you want to let us know of any new faces at the top of your college or training provider, please let us know by emailing [news@feweek.co.uk](mailto:news@feweek.co.uk)



# Jobs



## COME AND JOIN US RE-IMAGINE EDUCATION

**Dv8 Academy Principal**  
Salary: £71000 PA  
Location: north or east London  
Starting: January 2014

Opening in September 2014 the Dv8 Academy is a brand new 16-19 centre for excellence in the creative industries, where wellbeing and enterprise are at the heart of the curriculum



We are seeking a highly effective, outgoing and creative leader with significant educational experience who has excelled in their current role. This is an amazing opportunity for the right person to lead a brand new academy through the pre-opening phase and to shape its future success

For more information and to find out how to apply go to [www.dv8academy.com/jobs](http://www.dv8academy.com/jobs)

Dv8 is an equal opportunities employer and we are committed to safeguarding all learners. Appointment will be subject to references and a DBS check

## ADVERTISE YOUR JOBS WITH FE WEEK TODAY

FROM **£300**

[feweek.co.uk](http://feweek.co.uk)

The only newspaper and website dedicated to the further education sector



## BW Consultants

## Quality Improvement Associates

BW Consultants are specialists in bespoke quality improvement services.

In response to high demand from the sector, including support for private training providers, we are expanding our team of self-employed associate consultants.

We would like to invite applications from suitably qualified professionals with recent experience of the 2012 Common Inspection Framework. There may also be opportunities for part-time and interim management posts.

You will be a current Ofsted inspector with a strong track record in your curriculum area. You will need to be highly motivated, flexible and fully conversant with recent changes and challenges facing the FE sector. You should also be prepared to travel and stay away from home when required.

We would like to hear from inspectors across all SSAs but are particularly interested in those with expertise in Construction, Engineering, Motor Vehicle, Business, Health & Social Care, Hospitality, Social Sciences and Creative Arts. We would also welcome applications from those with work based learning experience.

We are also keen to hear from you if you are an experienced trainer, or a specialist in improving achievement in English and Mathematics.

The closing date for applications is 12 noon on Friday 20th September 2013.

Informal interview/induction will take place on Monday 30th September.

To apply, please send your CV for the attention of Karen Brooks by email to:

[info@bw-consultants.co.uk](mailto:info@bw-consultants.co.uk)

For an informal discussion about the role, please call Julie Hughes on 07841 210335.



## Quality Manager – NCC Skills

Based Harpenden, Herts

Salary £35,000 pa

NCC Skills is a highly successful private training company and a leading provider of English and Maths qualifications for Adults in England. We work in partnership with Further Education Colleges and employers to engage with learners who have not yet achieved basic levels of literacy and numeracy.

Due to our continued expansion we are now looking to recruit an office based Quality Manager who will manage a team of Internal Moderators; ensure a performance improvement culture is developed and maintained and contribute to the overall leadership and strategic development of the Company through maintaining quality of audit, moderation, systems and processes.

The successful candidate will have a FE sector background and the following experience/skills:

- › Excellent written and verbal communication skills
- › Proven track record in team and performance management
- › D32/33/34 or A1/V1 qualification
- › Demonstrable experience of writing SAR's and QIP's
- › Thorough understanding of SFA and Ofsted regulations
- › Ability to work innovatively and autonomously
- › Excellent IT skills
- › Commitment to delivering exceptional customer service
- › HR, Health & Safety and Safeguarding experience is desirable

This role would most suit a confident and assertive manager who is focussed on quality and committed to achieving results through continuous improvement.

To apply for this position please send your CV and covering letter outlining why you believe you are suitable for this role to [harvey.young@ncc.ac.uk](mailto:harvey.young@ncc.ac.uk)  
Closing date for applications is Friday 20th September 2013

## SKILLS FOR LIFE TUTORS

### England

Due to the outstanding successes of our work to date, several new fantastic opportunities have arisen for experienced Skills for Life tutors to work on behalf of members of the National Consortium of Colleges.

You will be delivering English and Maths from Entry Level through to Level 2, contextualised with a vocational award in Health and Social Care, and therefore any experience in the H&SC sector would be an advantage but not essential.

The role will be working on a peripatetic basis, delivering in your region. Willingness to travel and your own transport are essential.

### Essential Criteria:

- › Experience in teaching Skills for Life and working with adult learners.
- › Working towards or have achieved a Level 4/5 Subject Specialist qualification in Literacy and/or Numeracy.
- › Have achieved a recognised teaching qualification.
- › Outstanding personal written and verbal communication skills.
- › Excellent ICT Skills.
- › A driving license and access to your own transportation.

The successful candidate will also be required to have a valid DBS check

In the first instance, please send an email outlining your recent relevant experience together with your CV to [harvey.young@ncc.ac.uk](mailto:harvey.young@ncc.ac.uk)



# Do you have the qualities to be our Chief Executive?

## CHIEF EXECUTIVE (salary dependent on experience)

London

The Education and Training Foundation is a new organisation with an overarching remit to support the Further Education and Training sector. Operational from August 2013, the Foundation aims to encompass all sector providers.

Fundamental objectives of the Foundation include developing provider good practice and enhancing the sector's reputation. Our success will impact positively on improving learner experiences and outcomes, while also ensuring that the Further Education and Training sector is an attractive place to work.

Working with the newly appointed Board, the Chief Executive will be instrumental in effectively establishing the Foundation and securing its future. The new Chief Executive will develop the business plan and lead the organisation in the successful achievement of its initial mission, values, strategic aims and objectives. This will include ensuring the imaginative implementation of the recommendations of the Commission on Adult Vocational Teaching and Learning (CAVTL), developing modern and innovative approaches to enhancing the professionalisation of the sector's workforce and securing and sustaining the enthusiastic support of the many sector representative bodies. The successful candidate will need to demonstrate a personal and professional commitment to promoting equality and diversity.

Key to the success of the new Chief Executive will be the ability to secure engagement and support throughout the sector. The ability to use the Foundation budget to ensure maximum impact and value for money and to leverage other funding opportunities and partnerships will be critical, as will the ability to forge strong and constructive relationships with Colleges, providers and stakeholders.

The successful candidate will demonstrate a strong record of achievement at executive level with well developed networks in the education, training or skills environment and / or across Government or the wider public sector. Robust strategic leadership, policy development and organisational change management skills, together with experience of building, motivating and developing successful teams are essential. In addition, the ability to create a visible profile across the sector and ensure optimum support from key stakeholders will be of paramount importance.

We are working in partnership with AoC Create on this important appointment. You can find all the details you should need at [www.aocreuit.co.uk/etfoundation](http://www.aocreuit.co.uk/etfoundation) or alternatively please contact **Bernie Cullen** at AoC Create on 020 7034 2631 for an informal discussion.

Closing date for applications: **Sunday 22nd September 2013**



[www.aocreuit.co.uk/etfoundation](http://www.aocreuit.co.uk/etfoundation)

The  
Education  
& Training  
Foundation



## Learning in and for Work

### Programme Managers/Project Officers/Consultants

NIACE has been building its policy and practice portfolio in the area of Learning in and for Work and has new projects coming on stream. We are now looking to build capacity in this area.

Our projects include development work with Local Enterprise Partnerships, employers, local authorities and national agencies, covering a wide range of vocational training and learning, including apprenticeships, traineeships, the Work Programme and employer funded training. Our development work helps to build expertise and evidence in what works in practice, as well as helping guide better policy. Across all of our work, NIACE places particular focus on championing the voice and experience of the learner.

We are looking for enterprising and creative thinkers, with expertise, credibility and influence in the field. Your duties will include contributing to NIACE's development and research projects, as well as supporting better policy and practice in Learning in and for Work.

We would like to hear from candidates with the relevant experience regardless of their career stage. Applications are welcome from those who would like to work with us as independent consultants or in staff positions, at a range of levels.

*As an Investor in People, NIACE offers opportunities for staff development and is committed to equality of opportunity in all aspects of its work.*

**If you believe you can contribute to our work in this area, please send your CV and a covering letter, outlining your experience and motivation for applying, to Emma Hodgkinson via email at [hr@niace.org.uk](mailto:hr@niace.org.uk)**

**For further details on the roles, please visit our website:**  
<http://www.niace.org.uk/about-us/vacancies> or contact

**Fiona Aldridge, Head of Learning in and for Work,**  
on 0116 204 4246.

**Closing date: 12 noon, Monday 23 September 2013.**

NIACE is a company limited by  
guarantee registered no. 2603322  
and a registered charity no. 1002775.



## Deputy Principal

**Salary: £95,000 plus £3,500 annual car allowance**

With a turnover of £31 million and more than 4,000 full-time students across two campuses, North West Kent College is a progressive organisation with an ambition to inspire and to excel in everything that we do.

Having recently completed a multi-million pound development scheme creating state-of-the-art teaching facilities at both our Gravesend and Dartford campuses and been ranked 12th in England based on the SFA's tables of long courses success rates in 2011/12, we believe that only the best is good enough for our students.

Our current Deputy Principal is leaving to take on her first role as a Principal and we are searching for our next inspirational figure to continue our journey to become one of the best Colleges in the country.

You will lead on all aspects of curriculum, teaching and learning by providing visionary leadership and direction to ensure the College delivers on its mission and values and where excellence becomes the norm in all aspects of our operations.

As a dynamic leader with a proven track record at senior management level, you should combine first-rate interpersonal skills with an innovative approach to forge a collaborative and high performing culture.

If you would like to discuss the post in more detail please contact either **David Gleed**, Principal or **Yolanda Hughes**, Clerk to the Corporation on 01322 629401.

**For further details or to apply, please visit our website**  
[www.nwkcollege.ac.uk](http://www.nwkcollege.ac.uk)

**Closing date for applications is 25 September 2013 midday**

**Interviews will be held on both 21 and 22 October 2013**

The college is committed to promoting equal opportunities and actively encourages applications from disabled persons and ethnic minorities.





## Deputy Principal (Curriculum and Quality)

To £90k + health care + relocation

If you're committed to putting learners first and delivering high quality, accessible provision it helps to be surrounded by people of a like mind. **You'll fit in well here.** ■ We're continually thinking creatively about how we can best achieve our goals and finding innovative and effective ways to do just that. It all adds up to a dynamic working environment and an inspiring and rewarding professional opportunity. ■ With over 21,000 students, including over 1,700 on Higher Education programmes, Grimsby Institute operates from 15 sites and serves a wide geographical area stretching from the coastal towns of Scarborough in the north to Skegness in the south and inland to the market town of Louth. ■ This is an ideal platform for an experienced, values-driven FE leader who aspires to a future Principal role. A focus on quality is to the fore of our agenda and you'll lead on this work, continuing to develop an innovative and appealing curriculum, firmly establishing our reputation as a college of choice in the communities we serve and exploring new opportunities for our HE and our 14-19 provision. ■ We expect you'll have direct experience of a senior leadership role in a large and complex organisation and that you'll have a proven track record in curriculum and quality management (including strong data analysis skills). An able and effective ambassador, you'll forge strong working partnerships in the region and be a visible leader within the Group. In return, you'll find a supportive and committed group of colleagues and the opportunity to make a real difference in a location where a strong community spirit thrives.

# INNOVATION NEVER STANDS STILL

For more information, please visit [www.grimsbydeputy.co.uk](http://www.grimsbydeputy.co.uk) or contact Trudy Searle or Mike Galloway at Navigate on 07791 090141 / 07765 595758.

Closing date: 23 September.  
Longlist interviews: 30 September.  
Final interviews: 7 & 8 October.



To advertise  
with us call

**Hannah Smith on**  
**020 81234 778**



## HEAD OF QUALIFICATIONS RESEARCH AND DEVELOPMENT

**SALARY: £42,000 PA**

(according to ability  
and experience)

We are seeking a professional and skilled Head of Qualifications Research and Development to direct, manage and develop an effective and efficient qualifications development function within the Qualifications Development Team, based in Chorley, ensuring that ABC Awards complies with the requirements of qualifications regulations and other external stakeholders.

The Head of Qualifications Research and Development will work with a range of stakeholders including employers, training providers, regulatory bodies, trade associations and professional bodies to design, implement and maintain high quality qualifications and associated support materials and resources.

The person appointed will be based at Robins Wood House, Aspley, Nottingham. However weekly travel to the Chorley office and relevant meetings will be required. A full clean driving licence is, therefore, essential.

If you believe you have the necessary experience and skills and can contribute to our continued success, please visit [www.emfec.co.uk](http://www.emfec.co.uk) or [www.abcawards.co.uk](http://www.abcawards.co.uk) or contact **Tracy Roser** on 0115 8541628 or [tracyr@emfec.co.uk](mailto:tracyr@emfec.co.uk)

**Closing date: 12 noon on Thursday 26 September**  
**2013 Interviews: Tuesday 8 October 2013 at**  
**Robins Wood House, Robins Wood Road, Aspley,**  
**Nottingham, NG8 3NH**  
*We do not accept CVs or late applications. No agencies please.*



## Quality and Curriculum Manager

£28,000 - £35,000 (dependent on experience)

MI ComputSolutions delivers a range of education and training, welfare to work and employment services primarily across East, West and South London. MI ComputSolutions has successfully delivered multiple projects and contracts with excellent results demonstrated by over 95% of learners completing and achieving a qualification and progressing onto further education and/or sustainable employment.

The Quality and Curriculum Manager is responsible for the quality and curriculum management of Foundation and work based learning across the organisation. The role involves designing, developing systems and maintaining quality procedures of projects' curriculum, target setting and monitoring quality assurance and production of Quality Improvement Plans.

**For further details and an application pack please contact 0207 501 6450 or email [info@micomputolutions.co.uk](mailto:info@micomputolutions.co.uk).**

*CVs will not be accepted.*





GRIMSBY INSTITUTE GROUP

## INTERNATIONAL DEVELOPMENT DIRECTOR - G579

**£40,000 per annum plus 20% PRP  
Full Time**

This is an exciting opportunity for a successful international student recruitment manager to progress to the next level.

We are seeking a passionate, innovative and inspiring individual to develop new income streams, working with businesses, educational establishments, agents and potential students/parents in overseas markets.

You will be a confident, self starter with experience of preparing and delivering business plans and have the ability to engage with stakeholders at all levels.

The role will include significant amounts of international travel.

**Closing Date: 30th September 2013**

For more information about the role, please contact Richard Hill, Managing Director - Commercial, the Grimsby Institute Group on 07500 225837

Download an application form at:  
[www.latestvacancies.com/grimsby](http://www.latestvacancies.com/grimsby)



## Deputy Principal, Curriculum, Quality & Customer Support

Attractive six figure salary and benefits package



GATESHEAD COLLEGE

Gateshead College is focused on transforming the learning experience for students, dedicated to delivering outstanding teaching and learning which is personalised, rooted in "real life", and designed to equip students with the qualifications and qualities to give them the best chance of success.

The newly appointed Principal & Chief Executive now requires a Deputy Principal of Curriculum, Quality & Customer Support to deliver an outstanding proposition to the learner. As part of the senior leadership team, reporting to the Principal & Chief Executive, you will inspire, motivate and provide exemplary strategic leadership. The post will require high quality input into a modern curriculum and will have a strong focus on all matters relating to quality and standards, planning and delivery as well as meeting financial targets.

To succeed you will develop strong relationships, inspiring others to follow, creating an environment where world-class learning and teaching will flourish. You will have an impressive track record in a senior learning, teaching and quality role, together with experience of strategic development and financial management.

For further detailed information and to apply, please visit [www.aspenpeople.co.uk/gateshead](http://www.aspenpeople.co.uk/gateshead)

For an informal discussion please contact Donogh O'Brien or Katy Gall at our recruitment partners, Aspen People, on 0141 212 7555

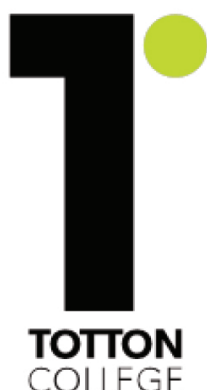
Closing date: Friday 27th September 2013



## Head of Student Personal Learning and Study Hub

# SPLASH

**£37,863 pa - Full Year/Full-Time**



Can you lead, inspire and innovate? We are looking for a creative manager to lead and promote a growth mind set and to ensure an integrated approach to providing learning resources and study skills. Developing policies, strategies and techniques for both traditional and on line learning will be a key element of this role.

This is a real opportunity to make a difference and have a positive impact on the learner journey.

For further information and to apply go to [www.totton.ac.uk/college/aboutus/staffvacancies](http://www.totton.ac.uk/college/aboutus/staffvacancies)

**Closing Date: 30 September 2013, 12 noon**

[www.totton.ac.uk](http://www.totton.ac.uk)



## HEAD OF REGISTRY

37 hours per week

Darlington College provides outstanding Further Education, Higher Education, Apprenticeships and Tailored Training Solutions.

It is one of the most successful and dynamic Colleges in the North East. We will soon be appointing a Head of Registry. The successful candidate will be responsible for managing, developing and co-ordinating student data and funding systems across the College. They will ensure that information can be accessed, understood and used by the whole college team, to maximise the student experience and to optimise funding.

This is an opportunity to play a key role in an ambitious, innovative and enterprising management team. The successful candidate will be expected to play an integral part in embedding the vision of the Executive team.

Applicants should be educated to degree level, have advanced skills in database use, and significant experience of data and funding. Experience within the FE sector is desirable but not essential. The post holder will have strong leadership skills and will need to demonstrate the ability to manage a large team in a busy environment.

It is vital that the post holder can work to multiple deadlines and ensure timely

submission of accurate funding returns to the relevant authorities along with managing the effective operation and administration of exams. You will also need to be able to communicate effectively with staff at every level in the college.

For an informal discussion regarding this post please contact Jeremy Cook (Director of Finance & Funding) 01325 503179 who can provide full details of and requirements for the post.

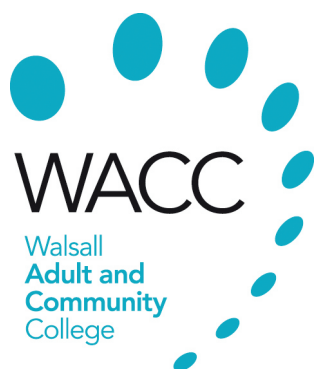
For an application form and further details please visit [www.darlington.ac.uk](http://www.darlington.ac.uk)

**Closing Date: 27 September 2013**

Darlington College is committed to safeguarding children and successful candidates will be CRB checked. This college is an equal opportunities employer.







**Walsall Adult and Community College** is one of the first learning and skills providers to secure outstanding status with Ofsted with a clean sweep of grade one judgements across the board.

We have a diverse curriculum which serves the needs of post-16 learners in vocational education, skills for life apprenticeships and community development.

As part of our continuing growth and development as an outstanding provider we are seeking to recruit talented people to join us in the next stage of our journey including potential transition to independence from Local Authority control.

**Assistant Principal – Finance & Resources** – responsibility for a key business support service and providing strategic and operational financial services; you will possess an appropriate professional qualification and develop high performance business support and finance teams

**Assistant Principal – Quality Assurance & Support** - to lead our quality strategy and ensure we continue to develop as an outstanding college; you will have experience, at a senior level in an education environment, leading quality assessment and improvement as well as a successful track record in the leadership and management of teaching, learning and assessment.

**Senior Curriculum Leaders x 2** – to be responsible to the Vice Principal for strategic leadership, sound management, innovation for growth and development, within a broad ranging and diverse curriculum. Post 1 has a functional Skills and ESOL bias. Post 2 covers vocational provision and provision for adults with learning difficulties and disabilities (Please indicate if you are applying for Post 1 or Post 2).

**Business Development Advisor 0.5** - to be responsible to the Principal for all aspects of the college's marketing and business liaison activities in order to raise the college's profile locally, regionally and nationally as an outstanding provider and identify income generating opportunities.

**Planning & Funding Advisor 0.5** – to be responsible to the Vice Principal on all aspects of planning and optimising funding for curriculum and learning support activity and to establish effective mechanisms to ensure funding is efficiently planned, recorded and secured.

**Pathway Leaders x 2** (Supported Learning; Creative Arts) - Fundamentally teaching posts but with a lead on the development of a coherent and progressive curriculum pathway within a subject sector, providing curriculum expertise and guidance to the development of courses and approaches to teaching, learning and assessment within a designated pathway and subject sector.

**Closing date – 20th September 2013**

**Assessments & Interviews – w/c 30th September 2013 & w/c 7th October 2013**

**(2 consecutive day process)**

**For further details** on all these posts and an application form, please visit our website [www.wacc.ac.uk](http://www.wacc.ac.uk) or email **Karen Winkle** ([winklek@wacc.ac.uk](mailto:winklek@wacc.ac.uk)), telephone 01922 663000 ext 3008 or write to Karen Winkle, HR Manager, Walsall Adult & Community College, Hawbush Centre, Beeches Road, Walsall, West Midlands, WS3 1AG.

*Walsall Adult and Community College is committed to: an extensive staff training and development programme; actively promoting both sustainability and equal opportunities for all staff and students; safeguarding and promoting the welfare of young people and vulnerable adults and expects all staff and volunteers to share this commitment.*



Skills for  
Health

## Skills Framework Manager Circa £40,000

**Main area:** Skills for Health  
**Contract type:** Fixed Term Contract 12 Months  
**Site:** Home based  
**Job ref:** JDSFHLTD52

Skills for Health are the Sector Skills Council for the UK health sector. We are a registered charity with the purpose to help the whole health sector which employs approximately 2 million people across the UK develop solutions that deliver a skilled and flexible workforce.

Skills for Health are looking for a dynamic and highly motivated individual with detailed knowledge of health, education and skills development to make a significant contribution to improving patient care by leading the implementation of the recently released UK wide Core Skills Training Framework. The Framework had a very successful release in April 2013 and has already been accessed by a majority of NHS organisations.

The postholder will have experience of project or programme management and excellent communication skills in order to support the existing framework and co-ordinate the development of a range of new Skill Frameworks relevant to health service and employer needs.

For an informal discussion about this opportunity, please contact Bryan Kessie, Head of Technical Development on 07990 925008.

Applications for this post should be made by completing the attached application form (please note we do not accept CVs as an application). Please include details of how in your view you meet the criteria set out in the job description and person specification.

Alternatively the job description, supporting information and application form can be obtained from the recruitment department at Skills for Health Ltd, 1st Floor Goldsmiths House, Broad Plain, Bristol BS2 0JP. Email [recruitment@skillsforhealth.org.uk](mailto:recruitment@skillsforhealth.org.uk). Telephone 0117 9221155.

**The closing date is 23 September 2013**  
**Interviews to be held on: 3 October 2013**

*Unfortunately we are only able to contact short listed candidates due to the large number of applications we receive. If you have not heard from us within 10 days of the post closing it means that unfortunately, you have not been successful on this occasion. Please reapply for any other suitable roles in the future.*



## HEAD OF ACADEMIC PARTNERSHIPS AND MARKETING £65,000 - £79,000

We are looking for a dynamic and experienced education and/or marketing professional to join our senior management team to lead the development of our relationships and provision with school and university partners, and to lead our award winning marketing team.

As a tertiary college we recruit from more than 60 schools in the region and sponsor three local academies as part of our multi-academy trust. We also have a thriving higher education provision which we offer in partnership with five universities.

For further information visit [www.bridgwater.ac.uk](http://www.bridgwater.ac.uk) or telephone **01278 441221**

Closing date: 12 noon Friday 27 September 2013

Interview dates: Monday 14 and Tuesday 15 October 2013



## the skills network

leadership & improvement services

Interim opportunity - New Zealand  
Competitive Salary

### Quality Support Mentor 1 year placement

Northtec College serves the Northland of New Zealand and is a forward looking institution. Courses range from entry to postgraduate level and serve a diverse community.

An exciting opportunity has arisen for an experienced Senior Manager to support and mentor the newly appointed Director of Quality and assist the Quality Team to establish their role, focus, function and membership for a period of 12 months. This is a significant role and requires experience of UK Quality Systems.

The post will include flights, family accommodation, company car and a competitive salary.

The Skills Network are holding a briefing and interview day for shortlisted candidates.



Please contact Karla Archibald  
**[karla.archibald@theskillsnetwork.co.uk](mailto:karla.archibald@theskillsnetwork.co.uk)**  
 with a CV and supporting statement, or call  
**Ioan Morgan on 07740 419335** for  
 an informal conversation.

The Skills Network | Abbey Court | 10-16 Benedict Drive | Selby | North Yorkshire | YO8 8RY

**TRIBAL** working as one

### Pre-Sales Consultant needed for FE team

Circa £50,000 OTE to include basic salary, bonus and car allowance plus benefits

Home based with some UK travel

Tribal is a fast paced technology business responsible for a portfolio of world class solutions which support the business of education, learning and training.

We currently have an exciting opportunity for a dynamic and innovative Pre-Sales Consultant to join our FE sales team who is responsible for selling ebs, our market leading student information management solution.

The pre-sales team provides vital support to the sales process, working closely with colleagues across the business to help achieve sales objectives. The pre-sales team is responsible for assisting with the sales of software and services into the FE sector with responsibility for demonstrations, bid writing support and product updates.

We are looking for an engaging, confident and ambitious problem-solver with excellent customer-facing, organisational and presentation skills. A can-do attitude and the ability to build and maintain effective working relationships are essential and the ideal candidate will be a natural communicator with the ability to influence and negotiate. A thorough understanding of the FE sector is required and knowledge and experience of ebs or similar solutions is highly advantageous.

If you would like to apply for this position, please send your CV to [jobs@tribalgroup.com](mailto:jobs@tribalgroup.com). The closing date is 1/10/13.

Tribal is an equal opportunities employer and positively encourages applications from all suitably qualified and eligible candidates. Tribal has publicly committed to this by signing up to the Two Ticks Positive About Disabled People scheme. This ensures that all disabled applicants, able to demonstrate that they meet the minimum criteria of the job description are guaranteed an interview. If you are disabled and feel this applies to you, please let us know by quoting 'I am eligible for a guaranteed interview under the two ticks scheme' in your covering letter.



# The Complete Guide To Funding Apprenticeships



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Learning & skills ~ events,  
consultancy and training

In partnership  
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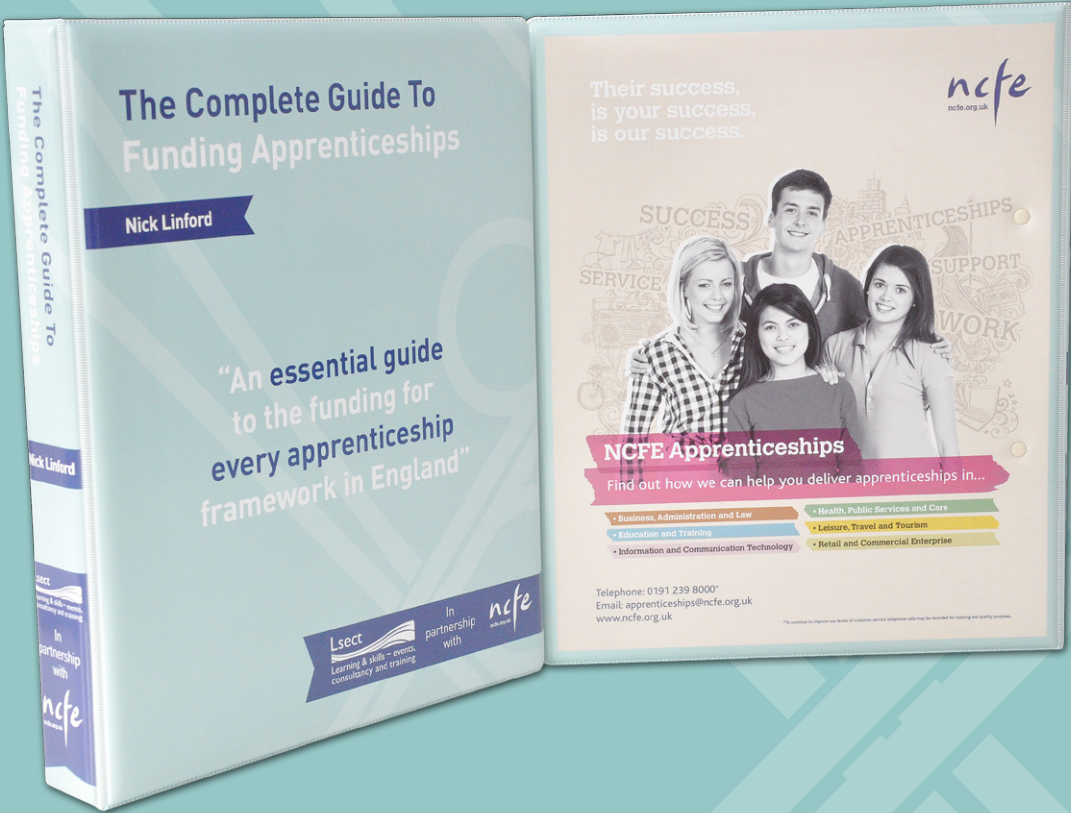


ncfe  
ncfe.org.uk

"This complete guide to funding apprenticeships is an invaluable tool for any organisation that funds and delivers apprenticeships."

Mark Emerson, Head of information, Systems and Planning at Chelmsford College

Order today from  
[www.fundingguide.co.uk](http://www.fundingguide.co.uk)



New 2013/14 funding methodology & traineeship chapter

## FE Week Sudoku challenge

	4			8			2	
3			5		2			4
1			4		9			6
		8		2		1		
		5	8		1	9		
		1		5		4		
8			6		5			7
6			2		4			8
	9			3			5	

Difficulty:  
**EASY**

How to play: Fill in all blank squares making sure that each row, column and 3 by 3 box contains the numbers 1 to 9

Solutions: Next week

	1			5	2	9		
		3		1				8
4			7				3	
9						1		
1	5						9	3
		4						5
	6				1			2
3				7		4		
		7	9	8			1	

Difficulty:  
**MEDIUM**

## Last Week's solutions

3	6	2	8	5	7	1	9	4
5	1	7	2	9	4	6	8	3
4	9	8	3	1	6	2	7	5
7	4	6	5	3	8	9	1	2
1	2	5	7	6	9	3	4	8
8	3	9	4	2	1	7	5	6
9	8	1	6	4	3	5	2	7
6	5	4	1	7	2	8	3	9
2	7	3	9	8	5	4	6	1

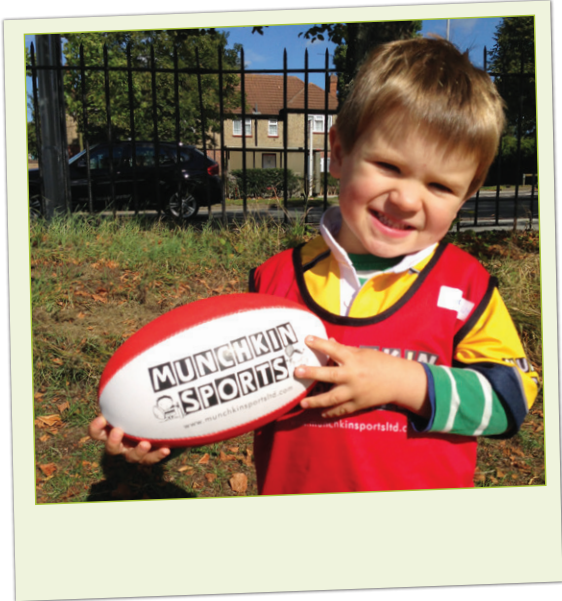
Difficulty:  
**EASY**

9	3	5	8	1	6	7	4	2
2	4	6	3	5	7	1	8	9
8	7	1	9	2	4	5	3	6
7	1	2	6	9	8	4	5	3
4	5	8	1	3	2	6	9	7
3	6	9	7	4	5	2	1	8
6	9	7	5	8	1	3	2	4
5	2	3	4	7	9	8	6	1
1	8	4	2	6	3	9	7	5

Difficulty:  
**MEDIUM**

## FE Week mini-mascot

Follow the adventures of *FE Week's* biggest and smallest fan!



"Mostly this week I've been having a go at touch rugby"

You can also follow our *FE Week* mini-mascot on Twitter @daniellinford